

**LEARNING STYLE OF BRAILLE QURAN AMONG TYPICAL
STUDENT IN FACULTY OF QURANIC AND SUNNAH
STUDIES, UNIVERSITI SAINS ISLAM MALAYSIA**

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UNIVERSITI SAINS ISLAM MALAYSIA

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IN FACULTY OF QURANIC AND SUNNAH STUDIES, UNIVERSITI SAINS
ISLAM MALAYSIA**

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AUTHOR DECLARATION

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

I hereby declare that the work in this thesis is my own except for quotations and summaries which have been duly acknowledged.

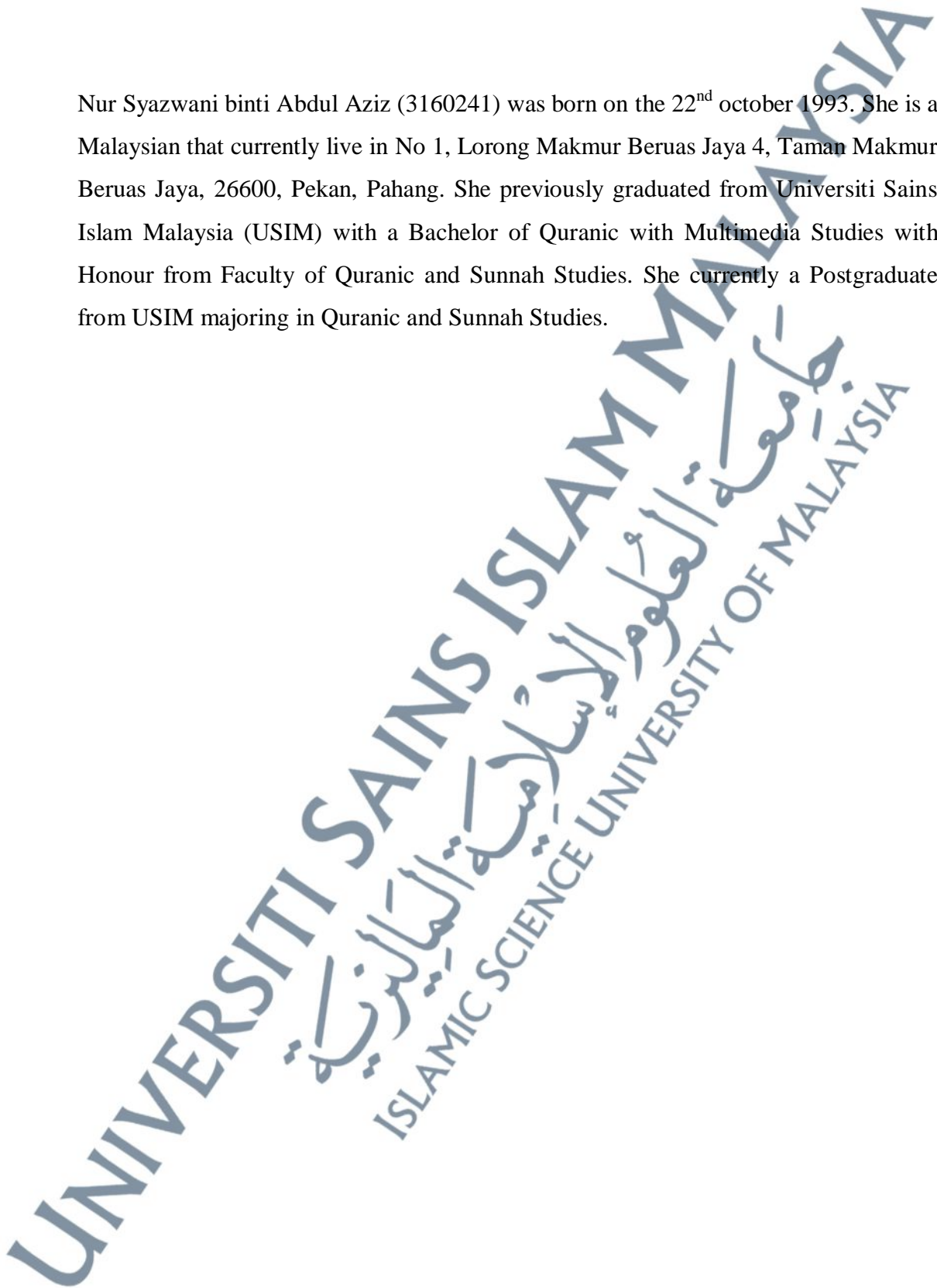
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ABSTRACT

The Application of Braille in Quran and Sunnah Studies (QNR3013) is a mandatory faculty or *Wajib Fakulti* (WF) course, with the uniqueness of being offered to typical students at the Faculty of Quranic and Sunnah Studies, Universiti Sains Islam Malaysia (USIM) since 2008. This first-of-its-kind initiative is USIM's attempt to support the nation's inclusivity agenda as an added value and human skills towards improving the marketability of Islamic Studies graduates. However, the main challenge faced by students when read Braille Quran is how to recognise the letters apart in the absence of Braille code memorisation techniques. In addition, the process of learning Braille Quran only relies on the use of Braille Quran and Perkins Brailier. Students also face time constraints in their effort to build Braille Quran code memorisation techniques. This research aimed to examine the challenges in learning Braille Quran code, to explore the learning style of memorising Braille Quran code among typical students, and to analyse the learning style of memorising Braille Quran codes. These learning style based on the Visual, Auditory and Kinaesthetic (VAK) model. This case study used a qualitative approach as part of the research methodology. Data were obtained through semi-structured interviews, observations and document analysis. Data were analysed using the NVivo12 software. The results of this research showed that learning style choices were closely related to the development of memorisation techniques for the Braille Quran code among typical students. This research also found that typical students would predominantly adopt a visual learning style in the process of memorising Braille Quran code aided by the use of Teaching Aids, such as Board Brailier, Pocket Braille and Perkins Brailier. Students are able to build memorisation techniques and memorise the code easily. The implication of the research results was that the selection of VAK learning style is not only limited to QNR3013 course, as it can be applied in other courses to increase motivation among students to achieve excellent in learning. In addition, students can cultivate the attitude of competing with classmates in a healthy manner when seeking knowledge, as well as through continuous practice and learning.

ABSTRAK

Aplikasi Braille dalam Pengajian Quran dan Sunnah (QNR3013) merupakan kursus Wajib Fakulti (WF) yang mempunyai keunikan kerana ia ditawarkan kepada pelajar tipikal di Fakulti Pengajian Quran dan Sunnah, Universiti Sains Islam Malaysia (USIM) seawal tahun 2008. Inisiatif penawaran kursus julung kali ini merupakan usaha USIM untuk menyokong agenda inklusiviti negara sebagai nilai tambah dan kemahiran insaniah ke arah meningkatkan kebolehpasaran graduan Pengajian Islam. Walau bagaimanapun, cabaran utama yang dihadapi oleh pelajar untuk membaca Quran Braille adalah untuk mengenal setiap huruf akibat ketiadaan teknik menghafal kod Braille. Tambahan pula, pembelajaran Quran Braille hanya bergantung kepada penggunaan Quran Braille dan mesin Perkins Brailler sahaja. Pelajar juga menghadapi masalah kekangan untuk membina kaedah hafalan kod Quran Braille. Kajian ini bertujuan untuk mengkaji cabaran dalam pembelajaran kod Quran Braille, meneroka gaya pembelajaran pelajar tipikal dalam menghafal kod Quran Braille dan menganalisa gaya pembelajaran dalam menghafal kod Quran Braille. Gaya pembelajaran ini berasaskan model Visual, Auditori dan Kinestetik (VAK). Kajian kes ini menggunakan pendekatan kualitatif sebagai sebahagian daripada metodologi kajian. Data diperolehi melalui temu bual separa berstruktur, pemerhatian dan analisis dokumen. Data dianalisis menggunakan perisian NVivo12. Dapatan kajian menunjukkan bahawa pemilihan gaya pembelajaran sangat berkait rapat dengan pembinaan teknik hafalan kod Quran Braille dalam kalangan pelajar tipikal. Kajian ini turut mendapati bahawa sebahagian besar pelajar tipikal mengamalkan gaya pembelajaran visual dalam proses menghafal kod Quran Braille dengan penggunaan Bahan Bantu Mengajar seperti *Board Brailler*, *Pocket Braille* dan mesin Perkins Brailler. Pelajar turut mampu membina teknik hafalan dan berjaya menghafal kod dengan mudah. Implikasi dapatan kajian yang diperolehi menunjukkan bahawa pemilihan gaya pembelajaran VAK bukan sahaja tertakluk kepada kursus QNR3013, malah ia boleh diaplikasikan di dalam kursus lain bagi meningkatkan motivasi pelajar ke arah mencapai kecemerlangan dalam pembelajaran. Selain itu, pelajar dapat memupuk sikap bersaing dengan rakan sekelas secara sihat ketika menimba ilmu selain menerusi latihan dan pembelajaran yang berterusan.

المخلص

تطبيق برايل في دراسات القرآن والسنة (QNR3013)، هو مقرر إلزامي للكلية فريد من نوعه لأنه تم تقديمه للطلاب النموذجيين في كلية دراسات القرآن والسنة بجامعة العلوم الإسلامية الماليزية (USIM) في بداية عام 2008. تعد مبادرة تقديم الدورة الأولى من نوعها جهد من الجامعة لدعم الأجندة الوطنية الشمولية بوصفها قيمة مضافة ومهارة شخصية نحو تعزيز إمكانية تسويق خريجي الدراسات الإسلامية. رغم ذلك، فإن التحديات الرئيسية الذي يواجهها الطلاب لقراءة القرآن الكريم بطريقة برايل هو التعرف على الحروف بصرف النظر عن عدم وجود تقنيات تحفيظ الكود بطريقة برايل. إضافة إلى ذلك، فإن تعلم القرآن الكريم بطريقة برايل يركز فقط على استخدام القرآن الكريم بطريقة برايل وبيركنز برايل. يواجه الطلاب أيضاً قيوداً زمنية قصيرة لبناء طريقة حفظ رموز القرآن بطريقة برايل. تهدف هذه الدراسة إلى فحص المطالبات البديلة في حفظ رموز القرآن بطريقة برايل، واستكشاف أسلوب التعلم لدى الطلاب في حفظ رموز القرآن الكريم بطريقة برايل والتحليل أسلوب التعلم في حفظ رموز القرآن بطريقة برايل. يعتمد أسلوب التعلم على أساس البصري والسمعي والحركي (VAK). تعد هذه الدراسة دراسة عن حالة استخدام نهج نوعي كمنهج بحثي. تم الحصول على هذه البيانات من خلال المقابلات شبه المنظمة والملاحظة وتحليل الوثائق. تم تحليل البيانات باستخدام برنامج NVivo12. أظهرت نتائج هذه الدراسة أن اختيار أسلوب التعلم يرتبط ارتباطاً وثيقاً ببناء طرق حفظ رموز القرآن بطريقة برايل بين الطلاب النموذجيين. يتبنى الطالب المهيمن النموذجي أسلوب التعلم المرئي في عملية حفظ الرموز بمساعدة استخدام الوسائل التعليمية مثل سبورة برايل وبراييل الجيب و بيركينز برايل. الطلاب قادرون على بناء تقنيات الحفظ، وحفظ الرموز بنجاح وسهولة. تظهر آثار الدراسة أن اختيار أسلوب التعلم على أساس (VAK) لا يخضع فقط لدورة (QNR3013)، ولكن يمكن تطبيقه في دورات أخرى لزيادة الدافع لتحقيق التعلم المتفوق. إضافة إلى ذلك، يشجع الطلاب على إقامة منافسة صحية مع زملائهم في الفصل لزيادة المعرفة فضلاً عن التدريب والتعلم المستمر.

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TRANSLITERATION

1. ALPHABET

Arabic	Latin	Example	Transliteration
ء	'	فأر	Fa'r
ب	B/ b	برد	Burd
ت	T/ t	تلّ	Tall
ث	TH/ th	ثوب	Thawb
ج	J/ j	جدار	Jidār
ح	H/ h	حليب	Ḥalīb
خ	KH/ kh	خادم	Khādim
د	D/ d	ديك	Dīk
ذ	DH/ dh	ذهب	Dhahab
ر	R/ r	رفيق	Rafīq
ز	Z/ z	زميل	Zamīl
س	S/ s	سلام	Salām
ش	SH/ sh	شعب	Sha'ḅ
ص	S/ s	صخر	Sakhr
ض	D/ d	ضيق	Dayq
ط	T/ t	طالب	Tālib
ظ	Z/ z	ظالم	Zālim
ع	^c	عقل	^c aq̣l
غ	GH/ gh	غلام	Ghulām
ف	F/ f	فيل	Fīl
ق	Q/ q	قلب	Qalb
ك	K/ k	كلام	Kalām
ل	L/ l	لبّ	Lubb
م	M/ m	مال	Mal
ن	N/ n	نجم	Najm
و	W/ w	ورق	Waraq
ه	H/ h	هول	Hawl
ي	Y/ y	يَمّ	Yam

2. SHORT VOWEL

Arabic	Latin	Example	Transliteration
ا	a	كَتَبَ	Kataba
ي	i	عَلِمَ	°alima
و	u	غَلِبَ	Ghuliba

3. LONG VOWEL

Arabic	Latin	Example	Transliteration
اى	ā	عالم، فتى	°ālim, Fatā
ي	ī	عليم، داعي	°alīm, Dā°ī
و	ū	علوم، أدعو	°ulūm, Ad°ū

4. DIPHTHONG

Arabic	Latin	Example	Transliteration
و	aw	نوم	Nawm
ي	ay	ليل	Layl
ي	iyy	شافعي	Shāfi°iyy (ending)
و	uww	علو	°uluww (ending)

ABBREVIATION

FPQS	Fakulti Pengajian Quran dan Sunnah
HiCoE	Centre for High Impact Excellence
JAKIM	Jabatan Kemajuan Islam Malaysia
JKM	Jabatan Kebajikan Masyarakat
KDN	Kementerian Dalam Negeri
MQBM	The Mashaf Al-Quran Braille Malaysia
NGO	Non-Governmental Organisation
OKU	Orang Kelainan Upaya
PERTIS	Persatuan Orang-orang Cacat Penglihatan Islam Malaysia
QNR3013	Application of Braille in Quranic and Sunnah Studies
SIG	Special Interest Group
SKPK	<i>Sekolah Kebangsaan Pendidikan Khas</i>
SMPK	Setapak High School for the Blind
T&L	Teaching and Learning
UMMI	Ibnu Umami Maktum Research Centre
USM	Universiti Sains Malaysia
USIM	Universiti Sains Islam Malaysia
VAK	Visual Auditory Kinaesthetic
WF	Wajib Fakulti